

2016 Tennessee Educator Survey Early Literacy Teacher Module

The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey¹. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches

1. Early Career
2. High School
3. IPI School

Administrator Branches

1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. The Early Literacy Teacher Module follows this introduction. Teacher and administrator modules include the following.

Teacher Modules

1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches

1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.



¹ Questions on the Tennessee Educator Survey were derived from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

Tennessee Educator Survey: Teacher Survey Modules

Teacher Module Y: Early Literacy

1. Does your school have a required daily literacy block (e.g., uninterrupted literacy instruction)?
 - a. (Yes, No, Don't Know)
 - i. If No to Q2; if Yes, then skip this item: Do you (as an individual teacher) have a daily literacy block?
 1. Yes, No, Don't Know
2. On an average day, how many minutes are in the literacy block or direct literacy instruction?
 - a. 1-30
 - b. 31-60
 - c. 61-90
 - d. 91-120
 - e. 121-150
 - f. 151 or more
3. Do you use the following during the literacy block or direct literacy instruction?
 - a. A district- or school-required pacing guide or scope and sequence (e.g., timeline or schedule with plans on what to cover over the course of the year)
 - b. Basal reader/textbook
 - c. Set of supplemental curriculum materials (e.g., guided reading materials, phonics programs, etc.)
 - d. Required lesson plan template
4. On an average day, what percentage of the literacy block or direct literacy instruction is expected to be spent on the following?
 - a. Teacher-directed whole-class instruction (e.g., direct instruction, read-aloud)
 - b. Teacher-directed small group instruction (e.g., centers, guided reading)
 - c. Teacher-directed individual activities (e.g., independent reading)
 - d. Student-selected individual activities
 - e. Other
5. On average, what percentage of the literacy block or direct literacy instruction in a whole-class setting is spent on the following activities
 - a. Read aloud
 - b. Shared reading
 - c. Phonics/word study
 - d. Phonemic awareness
 - e. Writing
 - f. Independent reading
 - g. Partner reading

- h. Fluency
- i. Grammar study
- j. Vocabulary study
- k. Other

6. How much time do students in your class interact with the following types of texts during the literacy block or direct literacy instruction, on average?

| | Not at all | 1-15 minutes | 16-30 minutes | 31-45 minutes | 46-60 minutes | More than 60 minutes |
|--|------------|--------------|---------------|---------------|---------------|----------------------|
| a. Complex or above grade-level texts (often used during read aloud) | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Grade-level texts | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Instructional-level texts | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Independently-read texts | 1 | 2 | 3 | 4 | 5 | 6 |

7. How much time do students spend doing each of the following. on average.

| | Not at all | 1-15 minutes | 16-30 minutes | 31-45 minutes | 46-60 minutes | More than 60 minutes |
|--|------------|--------------|---------------|---------------|---------------|----------------------|
| a. Reading texts independently | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Listening to texts being read | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Responding to texts through speaking or writing | 1 | 2 | 3 | 4 | 5 | 6 |

8. On average during the school year, what percentage of time do students in your class interact with texts that are the following?

- a. Non-fiction
- b. Fiction

9. What are your two most frequent sources for selecting read-aloud texts?

- a. Basal reader
- b. District pacing guide or scope and sequence
- c. School leaders
- d. Grade-level teams
- e. Student choice/interest
- f. I select the texts myself
- g. Other (please specify)

10. What are your two most frequent sources for selecting students' independent reading texts?

- a. Basal reader
- b. District pacing guide or scope and sequence
- c. School leaders
- d. Grade-level teams
- e. Student choice/interest
- f. I select the texts myself
- g. Other (please specify)

11. How often have you used the following activities in your classroom?

| | Daily | A couple of times per week | A couple of times per month | A couple of times during the school year | Not at All |
|---|-------|----------------------------|-----------------------------|--|------------|
| a. Read a picture book to your class. | 1 | 2 | 3 | 4 | 5 |
| b. Read from a children's novel to your class. | 1 | 2 | 3 | 4 | 5 |
| c. Read from a non-fiction text to your class. | 1 | 2 | 3 | 4 | 5 |
| d. Read from books of students' choosing to your class. | 1 | 2 | 3 | 4 | 5 |
| e. Took your students to the library. | 1 | 2 | 3 | 4 | 5 |
| f. Had students read together from a class set of books. | 1 | 2 | 3 | 4 | 5 |
| g. Given students class time for their own reading. | 1 | 2 | 3 | 4 | 5 |
| h. Conducted conferences with students about what they had read. | 1 | 2 | 3 | 4 | 5 |
| i. Had children talk with other students about books they had read. | 1 | 2 | 3 | 4 | 5 |

12. Please indicate the extent to which you agree or disagree with the following statements regarding your ability to support students.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-------------------|----------|-------|----------------|
| a. I am able to help students choose books that will interest them. | 1 | 2 | 3 | 4 |
| b. I am able to help students choose books that challenge them. | 1 | 2 | 3 | 4 |
| c. I am able to modify curricular content to match the ability levels of my students. | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| d. I am able to effectively support student understanding of complex texts. | 1 | 2 | 3 | 4 |
| e. I am able to build student's comprehension of texts while teaching the foundational skills such as word recognition. | 1 | 2 | 3 | 4 |

13. Which of the following best describe how students in your class most frequently demonstrate learning after completing reading assignments? (Please select three)

- a. Complete a formative assessment
- b. Complete a summative assessment
- c. Respond to a set of multiple choice questions
- d. Respond to a set of open-ended questions in writing
- e. Write an essay or report
- f. Draw a picture
- g. Make an oral report
- h. Participate in class discussion
- i. Participate in a discussion with the teacher
- j. Participate in a group project
- k. Complete an independent project
- l. Complete a graphic organizer